

Tomlinson, C. (1999). *The differentiated classroom: Responding to the needs of all learners*, Alexandria, VA: Association for Supervision and Curriculum Development.

Figure 10.2
Differentiation as a Professional Responsibility

Element of Professional Practice	Characteristic of Distinguished Performance	Link with Differentiating Instruction
Knowledge of relationships among content elements	Teacher's plans and practices reflect knowledge of the relationships among topics and concepts. Teacher uses this knowledge to seek causes for student misunderstanding.	<ul style="list-style-type: none"> • concept-based instruction • ongoing assessment
Knowledge of characteristics of age group	Teacher displays knowledge of typical development characteristics of age group, exceptions to patterns, and extent to which each student follows patterns.	<ul style="list-style-type: none"> • focus on individual learners
Knowledge of students' varied approaches to learning	Teacher uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning.	<ul style="list-style-type: none"> • learning profile
Knowledge of students' skills and knowledge	Teacher displays knowledge of each student's skills and knowledge, including knowledge of special needs.	<ul style="list-style-type: none"> • readiness
Knowledge of students' interests and cultural heritage	Teacher displays knowledge of the interests or cultural heritage of each student.	<ul style="list-style-type: none"> • interest • learning profile
Suitability of planning and preparation for diverse students	Goals take into account the varying needs of individual students or groups.	<ul style="list-style-type: none"> • responsive instruction

Figure 10.2—continued
Differentiation as a Professional Responsibility

Element of Professional Practice	Characteristic of Distinguished Performance	Link with Differentiating Instruction
Instructional groups	Instructional groups are varied, as appropriate to the different instructional goals. There is evidence of student choice in selecting different patterns of instructional groups.	<ul style="list-style-type: none"> flexible grouping
Lesson and unit structure	The lesson or unit structure is clear and allows for different pathways according to student needs.	<ul style="list-style-type: none"> focused instruction different pathways to learning
Teacher and student interaction	Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for the teacher as an individual and as a teacher. Students demonstrate genuine caring for others as individuals and students.	<ul style="list-style-type: none"> learning triangle community of learning
Instructional persistence	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies, and soliciting additional resources from the school.	<ul style="list-style-type: none"> use of a wide range of instructional strategies use of varied text and supplementary materials
Lesson adjustment	Teacher successfully makes a major adjustment to a lesson (in response to student needs).	<ul style="list-style-type: none"> differentiated content or process

Based on *Frameworks for Teaching*, C. Danielson, ASCD, 1997.